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ABSTRACT

The implementation of a 10-day Israeli-designed comprehensive pre-elementary education training course for untrained teachers in Singapore is described in this report. The course was designed (1) to provide untrained teachers with experience in setting up an educational environment, (2) to provide trained teachers with the opportunity to share skills, ideas, and materials, and to create a pedagogical center, and (3) to offer trained teachers the opportunity to train the untrained teachers. In addition to a general overview of early childhood education, topics discussed in the workshops include children's learning processes, the teacher's role, the curriculum and curriculum development, content and teaching techniques, creative expression, organizing the physical environment, managing group processes, and working with parents and the community. The orientation period experienced by the Israeli trainers is described, the day by day course schedule is presented, and other descriptive materials related to the implementation and evaluation of the training workshops are provided. A list of participants and a course evaluation form are appended. (Author/RH)

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R E P O R T

ON-THE-SPOT COURSE

on

EARLY CHILDHOOD EDUCATION

in SINGAPORE

6 - 19 December, 1980

conducted by:
Dr. Lynne Sperber Jasik, The Hebrew University of Jerusalem
Dr. Rachel Lipsky, Israel Ministry of Education and Culture

in cooperation with:
The Singapore Council of Social Services

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The Israel Association for International Cooperation

The Swedish-Haifa Committee

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INTRODUCTION: The Need for Early Childhood Education

Early childhood education in the Republic of Singapore is an economic imperative. Many manufacturing industries from abroad have found in Singapore an economic environment conducive to their needs. It therefore became the responsibility of the Government of Singapore to assure a sufficient and stable labour force to answer the industrial demand. The current indigenous labour force does not answer the need, thus methods are being sought to expand it so as not to have to resort to imported labour.

One such method is the encouragement of early childhood education. By establishing day care centres and kindergartens, by upgrading the training of early childhood educators, and by improving the content of the early childhood curriculum, the Government of Singapore hopes to persuade mothers of young children to join the labour force, secure in the knowledge that their children are well-provided for. The thinking is that unskilled women move in and out of the labour force easily because the pay is so low. Given an opportunity to refine their skills, women would be more interested in remaining in the labour force because with improved skills their incomes would be greater. But they need to know that their children are in a suitable caring/educating environment.

Currently, women who wish to return to work after the two-month maternity leave must rely on the extended family to care for their children. For those "modern" families who do not live with the extended family or within easy reach of them, the problem of child care is often solved by a "foster" family that keeps the child

all week, including nights, and only on week-ends does the child come home. Some children are sent to relatives in Malaysia and then, of course, the visits home are less frequent. While such arrangements may provide for physical care of the child, although that too may be subject to question, the educative aspect of such a setting is conspicuously absent. This, then, is one of the concerns that is addressed by the Government's interest in early childhood centres.

THE BACKGROUND

The new concern for early childhood education was mandated by the Ministry of Social Welfare, which has jurisdiction over preschool programmes, and expresses itself in emphasis on three major foci: the establishment of standards for early childhood centres, the drawing up of guidelines for programme content and the training of early childhood educators. Until recently only a small number of young children were in such an educative framework, and such centres were operated mainly by religious or private organizations. The People's Association, sponsor of a network of community centres and an arm of the political party currently in a dominant position in Singapore, is concerned with the needs of young children and has begun to make a thrust in the direction of day care and early childhood centres. Other organizations are similarly involved in furthering early childhood educators.

It would seem that the Government of Israel was invited to contribute its expertise to this effort because of Israel's long-standing experience and well-known concern for preschool education. Israel's model, which has been so well-developed over the years, was probably deemed to be particularly appropriate as a base on which to build a facility

suited to the special needs of Singapore. The "On-the-Spot Course" in Early Childhood Education, as originally conceived by its sponsor, Miss Tan Bee Wan, Senior Administrative Officer of the Singapore Council of Social Service, was to be a three-pronged effort: 1) untrained teachers would deal with "creating an educational environment"; 2) the trained teachers would share their skills and ideas and materials to create a pedagogical centre; 3) using the contents of the pedagogical centre and their own talents, the experienced teacher would give on-the-job training to others less experienced than herself.

THE PROPOSED COURSE

On the basis of this projected course, as contained in a letter to Dr. Lynne Jasik, the outline of a programme was prepared for a ten-day workshop. The contents of the programme are presented herewith. The proposed format and outline of the programme contained key topics which seemed appropriate for the classroom educator.

COMPREHENSIVE PRE-ELEMENTARY EDUCATION TRAINING COURSE

Dr. Lynne S. Jasik

MOUNT CARMEL INTERNATIONAL TRAINING CENTRE

I. EARLY CHILDHOOD EDUCATION

Historical Perspective
Theoretical Framework
Kindergartens and Pre-Kindergartens around the world

II. HOW CHILDREN LEARN: A CHILD DEVELOPMENT POINT OF VIEW

A Look at: Motor Development
Cognitive and Adaptive Behaviour
Socio-emotional Development
Language Development

III. THE TEACHER'S ROLE

The Teacher as a Person
The Teacher as Observer
The Teacher as Facilitator
The Teacher as Planner

IV. ORGANIZING THE ENVIRONMENT

Planning the Physical Setting

Library Centre - Home Centre - Block Centre -
Art Centre - Manipulative Materials Centre -
Math Centre - Science Centre - Language Centre -
Woodworking Centre - Listening Centre

Mapping/Diagramming the Settings for Learning

V. MANAGING GROUP PROCESSES: FUNCTIONAL PLANNING

Preparing Daily Schedules
Establishing Routines - Bulletin Boards - Work/Play Charts
Keeping Records

VI. THE CURRICULUM IN EARLY CHILDHOOD EDUCATION

Facilitating Language Skills and Concepts

. Ways of Fostering Language Development
. Ways of Fostering Pre-reading skills
. Working with Bi-lingual children
. Ways of Fostering Pre-writing Skills

Fostering Understanding of Mathematics

. Number Concepts and Skills

Counting - Classification - Measurement

. Ways to Foster Mathematical Skills

Facilitating Science Learnings: A Process Approach

Observing - Using Space-Time Relationships - Using Numbers
Measuring - Classifying - Communicating - Predicting - Inferring

Ways to Foster Scientific Understanding

Space - Time - Change - Adaptation - Variety - Interrelationships

Social Studies for Young Children: Basic Concepts

Self and Family
Values
Society
Culture
Goods and Services
- Ways to Foster Social Learnings: A Look at Skills and Concepts, Preparing Activities related to Economics, Civics, History, Geography, Ecology, Anthropology

VII. CREATIVE EXPRESSION

Art: Stages of Development
Relationship to other Curriculum Areas

Movement and Dance:

. Kinesthetic Sensation
. Perceptual Motor Skills

Creative Drama/Dramatic Play

VIII. A THEMATIC APPROACH TO CURRICULUM DEVELOPMENT: Integrating all the Curriculum Areas via a Central Topic

Food - Caring for Living Animals - Growing Plants
Weather - The Self - Going Places

IX. WORKING WITH PARENTS AND THE COMMUNITY

Communication with Parents

Meetings - Conferences - Reporting

Involving Parents in the School

NOTE: The Programme shall be organized according to the following pattern:

I. Lecture-Presentation: Entire Group
Seminar: Discussion, Reactions, Exchange of Ideas

II. Workshops: Develop Didactic Materials, Curriculum Planning - Small Groups, Field Observations, Site Visits, Applications - Small Groups

III. Student Presentations: Group and/or Individual Discussion, Analysis, Evaluation.

ORIENTATION OF THE TRAINERS

In preparation for the workshop the trainers set up a self-orientation period. During that time they read about Singapore - its history and demography, its culture and economics, its progress and problems. They scanned the literature on early childhood for examples of short, relevant, written materials to take along with them to make available "on-the-spot" to the trainees. They investigated a range of audio-visual resources and carried with them to Singapore a representative selection of slides, films, filmstrips and cassettes.

In addition, they had available a collection of professional educational charts, as well as display materials. Their collection included several up-to-date books on early childhood education. All of these were intended to serve as a nucleus-model collection for a prospective curriculum resource learning centre, similar to those found in the Pedagogical Centres supervised by the Israel Ministry of Education and Culture. In anticipation of creating a workshop atmosphere which would require participants to be actively involved in creating low-cost learning materials, the trainers purchased a range of sample raw materials in Israel; and prepared simple low-cost learning-teaching aids which were to serve as example models to the course participants.

As part of the overall preparation, the trainers went to the Israel Information Centre and with their kind co-operation obtained posters, pamphlets, and books which enabled them to:

1) prepare a small packet of Israel-related information for each participant

2) set up an exhibit reflecting home and family life and early education in different segments of Israeli society

3) present a poster to each education institution represented in the course, as well as to key officials from the Ministry of Social Welfare and from interested organizations.

In an attempt to get a personal perspective and some insight into Singapore society and the educational framework, arrangements were made for several meetings with Singapore nationals who were currently studying in Israel at the International Institute for Development, Cooperation and Labour Studies (Afro-Asian) in Tel Aviv, and at the Mount Carmel International Training Centre in Haifa. Obviously, and optimally, trainers should be enabled to have an advanced orientation period in the country where the course is to be conducted. However, the timing suggested by the Singapore sponsor conflicted with the professional obligations of both trainers in Israel, which made this impossible. Nevertheless, upon Dr. Jasik's arrival in Singapore, and then continuing throughout the weekend prior to the opening of the workshop, there were consultation sessions and on-going orientation.

For the official opening of the course, furniture had to be arranged, audio-visual equipment set up, posters mounted, all in an effort to create a suitable environment. Unfortunately, there was no advance opportunity to examine the field settings which were intended to be used as an integral part of the course for later observation and practice. Since shops in Singapore are open weekends, the purchases of consumable supplies were made at this time.

Personal Contacts and Meetings with Key Organizations

The Singapore Council was eager for Israeli expertise to be available on as broad a basis as possible, to facilitate a sense of cooperation and purpose regarding early childhood education among some very different organizations. These organizations, generally, have not worked together and have heretofore kept a distance. Because of the intimate working relationships throughout the seminar-workshop, existing barriers seemed to have been broken. A spirit of good will prevailed and plans were made to continue to meet, to establish at some point a resource centre and, most immediately, a plan was made for an exhibit of the materials created at the workshop.

In addition, Miss Tan arranged luncheon or tea-time meetings with Board members of the YWCA, leaders of the Pre-school Teachers Association (made up of teachers and directors of the private pre-schools in Singapore), persons from the Institute of Education who will be charged with the training of ealry childhood teachers, a representative from the Ministry of Social Affairs and the kindergarten supervisor from the People's Association. These meetings helped to foster understanding and the beginnings of mutual trust, which later was expressed in an agreement to work jointly on future projects related to early childhood education.

Course Content

The format for the course attempted to integrate the various suggestions and recommendations submitted by Miss Tan of the Singapore Council, dealing with subject content and practical techniques, as well as theory and historical background information on early childhood education. The programme was divided into ten segments, one for each work day.

Although it had been suggested that two separate courses be conducted concurrently, one for the trained and another for the less experienced or untrained participants, it seemed more desirable, for many reasons, to conduct a course in which persons with varying backgrounds would have the opportunity of working and learning together. In fact, it was a kind of testing of a model or style that could be replicated and thus lay the ground-work for future cooperation among different levels of professional training and different associations, which heretofore had worked separately.

PROPOSED FORMAT: PRE-ELEMENTARY TRAINING COURSE

A A.M. 8:00-10:00	B 10:15-12:00	C P.M. 1:30-3:00	D 3:15-5:00
Day 1 I. Early Childhood Educ. .Introductions; getting to know each other .General orientation to overall programme .Organization of groups	Historical perspectives Theoretical frameworks .Grouping to review what theoretical framework they use .Recorders' reports	Kindergartens and pre-kindergartens around the world Slide presentation Do participants see anything familiar in our slides?	Discussion, reactions, questions, sharing
Day 2 II. How Children Learn .Motor development .Cognitive and adaptive development	Socio-emotional dev. Language development	III. The Teacher's Role .As a person .As observer .As facilitator .As planner Slide presentation	IV. Discussion and introduction to: .Organizing the environment .Planning physical settings .Layout/diagramming Prepare for field visit
Day 3 Organizing the Environment (cont'd) .Field observation Visit to kindergartens in small groups .Selected assignments	Field observation	Reports from groups	Introduction/Slide presentation on Centres of Learning; prep. for workshops
Day 4 Learning Centres Workshops/sm. gps. .Art Centre .Science Centre .Language Centre, etc.	Selected group/ individual reports Discussion, sharing on Learning Centres	V. Managing Group Processes .Organizing the classroom .Time scheduling .Establishing routines	Functional Planning Workshop: preparing charts, observation tools, assessment, scales
Day 5 VI. The Curriculum in Early Childhood Education Facilitating language skills and concepts .Communication .Prereading skills .Prewriting skills	Facilitating understanding of mathematics concepts and skills .Counting .Classification .Measurement (space, time, quantity)	A process-approach to understanding of science concepts	Basic concepts in social studies programming Slide presentation

A A.M. 8:10-10:00	B 10:15-12:00	C P.M. 1:30-3:00	D 3:15-5:00
VIII. A Thematic Approach to Curriculum Development: Integrating All the Curriculum Areas Via a Central Topic - A Week of Workshops: Planning, Implementing, Teaching (children and/or each other) Evaluating			
Day 6 Theme I. Food Establishing general concepts and specific objectives related to the theme in all curriculum areas: .Language .Math .Science .Social Studies .Music .Safety .Art Slide presentation	Small groups: Plan learning activities Prepare cooking projects - outline procedures, material timing	Cooking Workshops; Carry out plans "Tasting Party" Group Reports: .Clarification of objectives .Learning aspects .Follow-up activities (e.g. stories, trips, science experiences, dance, etc.) .Discussion and evaluation Slide presentation	
Day 7 - Thematic Approach to an Integrative Curriculum (cont'd)			
Open Forum - Review problems, positive and negative feedback of thematic approach Slide presentation	Divide into groups Select topics/themes: .Care of living things, animals, plants .Weather .Going places-exploring the neighbourhood .Transportation .People work - jobs .The Self. Who Am I? etc.	Workshop: Small Groups on Selected Themes .Clarify concepts, skills, objectives in each curriculum area .Plan activities .Design relevant teaching aids, games, charts; Create stories, songs, other materials for a teaching/learning encounter	
Day 8 In cooperation with local schools, kindergartens or day care centres, participants will carry out some teaching/learning experience with a small group of children or an individual child. Alternative option: simulation experience among outselves - as teachers and children		.Group/individual reports, reactions, questions .Plan Course Evaluation Workshop: How to make slides, film-strips for use in classrooms	Workshop: Slides (cont'd) Planning session for Day of creative expression .Art .Movement and Dance .Creative Drama .Music - songs
Day 9 VII. Creative Expression - All day encounter with the arts - as planned by participants			
Day 10 IX. Working with parents and the community	Open..... Consultation, Evaluation, Plan of Action		

Discussion

The course was conducted in a workshop style, which required the active involvement of each of the participants. It provided the means for meeting individual needs, as can be noted on the outline. The programme was organized into a pattern which rotated lecture presentations, small group discussions, field observations, hands-on workshop and individual counseling. There was presentation by the trainers and the trainees.

The course was given in a hall in the building of the Singapore Council of Social Services, and the hall was converted into different learning areas. There was a filmstrip projector, a slide projector and an overhead projector in three different locations. Instruction was provided so that each participant learned to use the equipment and could independently select, examine and study from the daily changing assortment of the range of audio-resources the trainers had brought with them. There were areas for creating teaching aids where non-structured supplies were provided to enable the trainees to copy the model, or to adapt or improvise so as to meet their needs. One table always had a changing array of professional articles and books, which a person could peruse, take home to read and make notes, or to photocopy and return.

To build an awareness of local achievements in the field, one area had a bulletin board for posting newsworthy items from the daily press dealing with assorted relevant news on children, families and education in Singapore. As we had anticipated, it became apparent that among the participants there existed a variety of skills which would be useful to the others. Therefore, we encouraged different

individuals at different times throughout the course to teach their skills and share their know-how with the others. From this emerged a mutual respect and pattern of collegial exchange. These exchanges were a help in overcoming the formal distances accorded to professionals at increasing levels of responsibility, which is part of the Singapore social/cultural behaviour.

In spite of the informality and seeming casualness of this style of encounter, there was continuous and consistent learning taking place. As teaching aids were produced, they were added to the display around the hall and served as a spark to the imagination of others. In addition to the aforementioned areas, tables were set aside for small-group discussion based on common concern.

Although a decision had been made to hold a single joint educational experience for all 56 persons, the trainers were aware that there was range of experience, and some differences, among the participants that had to be addressed. In this way the experienced teachers and supervisors were enabled to explore and analyze their needs, while at a different table a group of inexperienced teachers could tackle problems they faced, and at a third table, teachers with several years' experience could discuss issues of mutual interest. At the end of the second day, the trainers asked each of these groups to identify what they considered their pressing needs, which were then grouped and arranged in order of importance. Time was set aside daily to facilitate the meetings of these interest groups. In addition, the trainers carefully studied the content and format of the course, and made adjustments in the planned programme to accommodate the expressed needs of the participants.

It was interesting to note that some of the same needs were expressed by all the groups, despite differences in experience and background. The trainers made a conscious effort to change aspects of the programme where needed, which resulted in a more in-depth and comprehensive approach to programme planning.

Because both trainers consider nutrition an important aspect of early childhood programmes, both as a component of health and as a medium for preschool learning, the thematic approach to curriculum development focussed on food. Although many early childhood programmes use food preparation as a classroom activity, the nutrient contents of these foods are often not taken into account, probably because early childhood educators lack this background information. In this workshop, the trainers thought it advisable to sensitise the trainees to the nutrient content of the food that was being used in the classroom activity. This was a way of increasing consciousness of the role that nutrition plays in children's health and optimal development during the critical growing stage. Dr. Lipsky was able to provide the background information for the trainees, since her professional training included public health nutrition and nutrition education. A nutrition focus is particularly relevant in Singapore, where almost all of the food, including fresh whole milk, has to be imported. This means, therefore, that nutrient loss is probably involved with the passage of time and conditions of storage.

In a discussion with a representative of the nutrition department of the Singapore Ministry of Health, Dr. Lipsky learned that in 1969 the WHO had conducted a nutrition survey on preschool children and there was continuing

interest in the population's nutritional needs. The background information provided to the trainees dealt with the nutrient needs of growing children in general, and not with any specific lacks. That is, in any food preparation activity planned for the classroom, trainees were encouraged to use a food that would contribute nutrient content to the growing child and try gradually to eliminate the use of foods such as refined sweets, sweetened drinks and baked goods. The use of food with nutrient content should extend also to snacks in the classroom, on class trips or at class celebrations, i.e., birthday parties, holidays, etc. The integration of this aspect into programming for young children was evident in the sample of conceptual curriculum planning which the participants executed during the second week of the course.

Integration and Application of Course Content

The guiding principles in the trainers' planning was the need for the trainees to combine 1) exposure to various theoretical points of view with 2) the opportunity to integrate and apply them. This double undertaking was a tall order considering the brevity of the course, but the trainers were convinced that without active involvement, the net gain to the trainees would be less than optimal. Therefore site visits were arranged in early childhood centres representing different organizational frameworks. One complete day was devoted to such visits with small groups of trainees moving from centre to centre, which offered basis for comparison.

A number of different observation tools, focussing on different aspects of children's development, were made available and the participants used them in fulfilling a directed

observation assignment. These were seen as aids which would assist the participants in organizing the environment and planning group processes for fostering children's skills, knowledge and creative expression. In this day of field site observations the trainees were given the opportunity to see different methods of operation based on different theoretical points of view. These visits helped to concretize for them their individual and group assignments during the second week of the course, which involved designing, planning and execution of a curriculum based on a thematic approach.

This means that any central topic can be used as a core around which activity-centred learning can be provided for children. The subject areas of mathematics, language, science, art, music, social studies and safety can have a special impact when they are made meaningful to children. The connections come through first-hand sensory encounters. Appropriate topics could be "The Self", "Living Things", "Growth", "Food", "Seasons", "Transportation", etc. The trainers chose to use "Food" as the central topic because, in addition to being an item essential to health, food reflects culture. Like Israel, Singapore, which is one of the crossroads of the world, reflects a diversity of cultures, religions, dress, language and dialects, and the workshop's focus on food enabled the participants, who came from these many cultures, to share their backgrounds through the medium of food. The participants became sensitive to one another's heritage in this free-flowing cross-cultural exchange.

In preparation for the workshops, which took place during the second week, participants had organized themselves into functioning groups and planned learning activities,

including the whole curriculum area. The setting for the presentation of all these learning activities was the early childhood complex of the Maris Stella Kindergardens. Sister Marjorie Almodiel of the Franciscan Missionaries of Mary, Director of Kindergartens, was kind enough to put at our disposal all the facilities of the school complex, and for two full days the participants had the opportunity of teaching one another, preparing materials, demonstrating techniques, as individuals and in groups, in an actual classroom environment. Each presentation was followed by analysis and discussion and there was immediate positive reinforcement for each presenter. It was indeed fortunate for everyone concerned to have those beautiful facilities made available for the workshop presentations.

In every sense, those two days of peer teaching by the participants can be considered the highlight of the two-week experience, in that it served as a synthesis and integration of what the participants had brought to the course, and what the course gave them.

The Singapore Festival of the Arts, which took place at the same time, afforded an opportunity for a shared aesthetic experience. We attended an evening of music and dance, the finale entitled "The Festival Showcase" which was presented at Singapore's beautiful Victoria Theatre. The performance reflected Chinese, Malay, Indian and Thai culture. The evening was a joy. The superb dance groups provided the trainees with yet another first-hand learning experience, which was an exposure to a range of different cultures reflective of Singapore society.

* * *

EVALUATION

Concurrent with the workshop activities, there was constant discussion, analysis and informal evaluation of content, procedures, processes. It was done individually, in small groups and total group organization. However, in order to assess the course, its impact and possible outcomes, it was agreed to develop a formal evaluation instrument. This could also be useful for future planning by the Council. A copy of the instrument is attached. The completed forms were returned by the trainees to the Council at the close of the course. The Council had agreed to forward to the Mount Carmel Centre a summary of the evaluation and an overall report on the course.

Photographs show the teaching/learning aids created by the participants which were mounted for display at the end of each day. Gradually, the once bare walls were covered with the colourful variety of practical early childhood curriculum materials. To this display, the trainers added posters and charts which had been brought from Israel, depicting kibbutz life, moshav life, fruits and vegetables of Israel, etc. and the new artistic series of posters, produced by the Division for International Cooperation of Israel's Foreign Ministry. This series dramatically projects Israel's assistance to developing countries and was a graphic reflection of the spirit that pervaded the two-week encounter in Singapore.

What the photographs cannot adequately show was the dynamic, caring, professional and personal exchange of ideas and feelings which our trainees described as "an Israeli-Singapore educational happening". The final

day's activities will not be described in detail. Briefly, the closing consisted of a formal presentation, exchange of gifts, a special dance performance by invited children and workshop participants, a fiesta of home-cooked Singaporean food delicacies, mutual tribute in verse and song, culminating in a spontaneous singing of "Shalom Chaverim" (Farewell, friends) in English! It was visually expressed in two concentric circles of persons face to face, grasping hands, moving one by one in opposite directions, as part of a slow-paced personal leave-taking. And all this with the continuous singing of "Shalom Chaverim". The Embassy of Israel, through the presence of its Representative, Mr. Avraham Naoth, contributed a special dignity to the proceedings, and thus expressed Israel's acknowledgement of the importance of the mutual educational exchange.

Resource Centre

To the curriculum materials that were accumulated and displayed on the walls during the early part of the workshop were added those that were developed around the central theme of "Food". The exchange of ideas and the mutual inspiration that resulted from the display was valued so highly by the participants, that it was unanimously agreed to keep the display intact even though the workshop ended, and to use it as the beginning of an Early Childhood Resource Centre. It was agreed that other early childhood educators should be aware of the existence of the Resource Centre and avail themselves of its potential as a mental jog to their own creativity. Therefore, announcements were printed, sent out to a broad range of early childhood teachers and organizations, and dates were set aside for public viewing of the Resource Centre, which for the time being will remain in the building of the Council of Social Services.

Recommendations

In reviewing the evidence from a personal point of view, it seems to the trainers of the Singapore course that the on-the-spot method is the most effective way for a country such as Israel, for instance, to have the impact in a particular subject area on fellow professionals in other countries.

The On-the-Spot Course is seen as the last phase of a three-phase process which consists of the following: 1) Identifying a potential leader or community facilitator from a developing country; 2) Inviting the individual (or preferably two people) to Israel to participate in a leadership conference, professional course, or even a short, directed programme of site visits to acquaint the observer/s with Israel and its institutions; 3) Using these observer/s who may be considered as potential policymakers in their own country, to initiate and stimulate interest in an on-the-spot course especially designed to meet their local needs. While such a course might achieve this goal, it has potential for a broader impact.

This is particularly true where the possibility exists for a "ripple effect", i.e. where those who are trainees later become trainers, and continue the spread of knowledge to their sister professionals. In the case of Singapore, there is a sense of satisfaction on the part of the trainers in knowing that the on-the-spot course facilitated the beginnings of a Resource Centre and the mechanism for future regular on-going exchanges among professionals from divergent organizations.

On another level, it served to further the potential economic involvement of women in the Singapore labour force by creating appropriate early childhood programmes for children of working mothers. And finally, there is the further sense of satisfaction on the part of the trainers at having had the opportunity to reinforce the cordial relationship which exists between Israel and Singapore.

* * *

APPENDIX I

LIST OF PARTICIPANTS

N A M E	ORGANIZATION
Sister Bernadette YAP	Franciscan Missionaries of Mary
Sister Majcrie ALMODIEL	" " " "
Mrs. Mary LANGE	Pre-School Teachers' Association
Miss Kathleen CHAN	" " "
Miss Swee Foong CHIA	" " "
Mrs. Vasantha KUMARI	Spastic Children's Association
Miss Mary WONG	Canossian Sisters
Miss Dewi Pujaan He SAMSON	Malay Youth Literary Association
Miss Johoriah Hj. HALIMI	" " " "
Miss Tin Ai TOH	Young Women's Christian Association
Miss Mary Veronica ARPUTHARAJ	" " " "
Mrs. Lucy LIM	" " " "
Miss Annia Leng Neo OH	" " " "
Mrs. Antoinette Isabella MICHAEL	" " " "
Miss Jenny TAN	" " " "
Mrs. Rosy CHUA	" " " "
Mrs. Lucy PUNG	" " " "
Mrs. Lee Hia CHONG	" " " "
Mrs. Sai Choo LOW	" " " "
Mrs. K.K. WONG	" " " "
Mrs. Daisy Shoo Chee TANG	" " " "
Miss Wah Khoon KOH	" " " "
Mrs. Lai Eng KOH	People's Association Day Care Centre
Miss Magdalene TEO	" " " " "
Mrs. Eng Lian TAN	" " " " "
Miss Irene Eng Kim WEE	Bethesda (Katong) Kindergarten
Miss Mary Hin Foon LAY	Canossian Convent Kindergarten
Mrs. Gek Lian CHEOK	Yamaha Kindergarten
Mrs. Yvonne Poh Chun YEO	Bethesda (Katong) Kindergarten
Miss Seok Tin LIM	" " "
Miss Esther SABAPATHY	Marymount Kindergarten
Mrs. Florence LEE	Institute of Education
Sister Catherine WONG	Canossian, Nativity Church Centre

APPENDIX II

ON-THE-SPOT EARLY CHILDHOOD EDUCATION COURSE

8 - 19 December, 1980

EVALUATION

Section A: Course Objectives

The objectives of this course are listed below. Please indicate with a tick (✓) in the appropriate column, the degree to which you think these objectives have been achieved:

Objective	Achieved	Slightly Achieved	Not Achieved At All	Comments
At the end of the course, I am able to:				
List out the principles of how children learn				
Have more insight into the roles of a kindergarten teacher as: a) a person b) observer c) facilitator and d) planner				
Identify the various ways of organizing and improving a classroom environment				
Plan a curriculum in early childhood education by integrating all the curriculum areas				

Objective	Achieved	Slightly Achieved	Not Achieved At All	Comments
Gain more knowledge on how I can use scrap materials for handicrafts and teaching				
Make slides, film strips for use in classroom				
Handle audio-visual equipments:				
a) slide projector				
b) film projector				
c) film-strip projector				
d) overhead projector				
Have more knowledge on how other: a) day care centres are organized b) kindergartens are organized				
Learn how to become a more effective administrator in terms of: a) skills in supervision b) attitude in supervision c) knowledge of supervision				
Other objectives not mentioned above (please specify):				

Section B: Course Content

Write in the boxes as follows:

A	More time required for this session
B	Shorten this session
C	Delete this topic
D	This is O.K.

How would you rate the following topics in the course:

1. How Children Learn

	(i) Poorly delivered	1 2 3 4 5 Excellent
	(ii) Irrelevant	1 2 3 4 5 Very Useful

2. The Teacher's Role

	(i) Poorly delivered	1 2 3 4 5 Excellent
	(ii) Irrelevant	1 2 3 4 5 Very Useful

3. Organizing the Environment

	(i) Poorly delivered	1 2 3 4 5 Excellent
	(ii) Irrelevant	1 2 3 4 5 Very Useful

4. Managing Group Processes: Functional Planning and Organizing the Classroom

	(i) Poorly delivered	1 2 3 4 5 Excellent
	(ii) Irrelevant	1 2 3 4 5 Very Useful

5. Planning Curriculum in Early Childhood Education

	(i) Poorly delivered	1 2 3 4 5 Excellent
	(ii) Irrelevant	1 2 3 4 5 Very Useful

6. How to Integrate all the Curriculum Areas

	(i) Poorly delivered	1 2 3 4 5 Excellent
	(ii) Irrelevant	1 2 3 4 5 Very Useful

7. Creative Expression

	(i) Poorly delivered	1 2 3 4 5 Excellent
	(ii) Irrelevant	1 2 3 4 5 Very Useful

Section C: Teaching Methods/Aids

Listed below are the teaching methods and aids used during the course. Please indicate with a tick (✓) in the appropriate column, the degree of effectiveness (i.e. in helping you to understand) of such methods/aids:

Teaching Method/Aid	Very Effective	Effective	Not Effecitve At All	Comments
1. Lectures				
2. General Discussions				
3. Small-Group Discussions				
4. Demonstrations and Group Presentations				
5. Overhead Projection				
6. Film				
7. Film-strips				
8. Reading Materials				
9. Flip Charts				
10. Posters				

Section D: Based on this course, do you feel you:

1. Have gained more insight as to how you can be more effective in your teaching methods?

		Reasons (or illustrate through an example)
Yes, very much	☐	----------
Yes, somewhat	☐	----------
Yes, very little	☐	----------
No, not at all	☐	----------

2. Now know how to communicate more effectively with your children:

Yes, very much	☐	----------
Yes, somewhat	☐	----------
Yes, very little	☐	----------
No, not at all	☐	----------

3. Know how to communicate more effectively with your children's parents on early childhood education?

Yes, better than before	☐	----------
Not sure	☐	----------
Do not know at all	☐	----------

4. You are more aware of the principles of the child's development and processes of learning.

Yes, very much	☐	----------
Yes, somewhat	☐	----------
Yes, very little	☐	----------
No, not at all	☐	----------

5. You are able to determine the ways in which your staff/colleague can be motivated to perform their work more effectively?

Yes. very much	☐	----------
Yes, somewhat	☐	----------
Yes, very little	☐	----------
No, not at all	☐	----------

6. More confident in organizing the classroom environment?

Yes, very much	☐	----------
Yes, somewhat	☐	----------
Yes, very little	☐	----------
No, not at all	☐	----------

7. Are you more confident in planning your early childhood curriculum (programme)?

Yes, very much ☐ ----------

Yes, somewhat ☐ ----------

Yes, very little ☐ ----------

No, not at all ☐ ----------

Section E: Follow-Up

1. What kind of follow-up to this course do you think will be useful? Please be as specific as possible).

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2. Do you think that the setting up of a resource centre would be useful to your work?

Yes ☐ No ☐

3. If yes, how do you think it would be useful? (Please specify).

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4. If we are to set up a resource centre for early childhood education, would you be able to assist by:

(please tick (✓) in the appropriate column):

Providing a space for the centre. ☐

Spending ___ hourse a week in managing the centre. ☐
(i.e. in opening the centre, guiding visitors and tidying the place).

Serving in the Planning Committee (i.e. in reviewing and planning exhibits and other relevant materials). ☐

Doing art work and exhibits ☐

Typing letters and circulars ☐

Mailing circulars. ☐

Providing transport. ☐

Writing articles for newsletter. ☐

Being a liaison person between various organizations and the centre. ☐

Teaching others how to use the technical equipment of the centre. ☐

Providing financial assistance. ☐

Section F: General

1. How much of the total course is useful to your work as a teacher/ supervisor? (Please circle the appropriate response).

   0 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2. The duration of the course was:

   Too long ☐

   Just right ☐

   Too short ☐

3. Please give any other comments or suggestions you may have on this course.

THANK YOU FOR YOUR CO-OPERATION
AND PATIENCE

TBW/fk
18/12/80